



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

9455 E. Rita Road, Tucson, AZ 85747

Vail Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05	Excelling
2003-04	Excelling
2002-03	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Met

#### School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mrs. Connie Rae Erickson  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : Pre-K-8  
 2005 Enrollment : 618  
 Web Address : mes.vail.k12.az.us/  
 Phone Number : (520) 762-2100  
 Fax Number : (520) 663-1374  
 E-mail : ericksonc@vail.k12.az.us

### Mission

Our mission is to provide a positive, safe environment in order to nurture academic achievement, self-leadership and understanding of our diverse community. Our success depends upon the partnership between parents, students, staff and community.

### School / Academic Goals

- ü Math Goal-  
Eighty percent (82%) of the students will achieve the instructional or mastery level on a curriculum based measure probe measuring a grade level appropriate skill.
- ü Writing Goal-  
Eighty percent (80%) of the students will achieve the instructional or mastery level on a curriculum based measure using the correct writing sequence.
- ü 'Focus on Five' Goal-  
One hundred percent (100%) of certified staff members will select 5 students who are not meeting the essential skills standards. Using CBM and Benchmark data each certified staff member will schedule individual conferences.
- ü Parent Communication-  
One hundred percent (100%) of the Teachers will complete three positive parent communications per week and send home a monthly paper communication that includes the essential skills being taught.

### Enrollment

October 1, 2004 School Year Student Enrollment : 570  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 76

## Instructional Programs

- ü Accelerated Reading/Math Programs
- ü Reteach/Enrich
- ü Inclusion and Resource Special Education
- ü Balanced Literacy Program
- ü Honors Math
- ü Intersessions
- ü Extended Learning Program
- ü Balanced Math Program

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/18/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

Our responsibility is to assist parents in obtaining a quality education for their children in a safe, nurturing school. We value parental involvement & make every reasonable effort to address & respond to parental concerns & work towards solutions.

### Parents

We are a community of learners who believe learning goes beyond the class. Parents are to provide a healthy psychological environment; to ensure regular attendance; to encourage & support their child's studies; & to participate in school activities.

## Transportation Policy

Students who live outside the 1 mile walking radius will be provided transportation.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü AzAHPERD Administrator of the Year Award	2001
ü Golden Bell Award	2004
ü A+ School Recognition	2005
ü National Distinguished Elementary Principal Award	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	513	79306	100	100	99	472	472	445	0	4	10	6	8	18	55	48	51	39	40	20
All Students (Prior Year)	75	429	75509	99	99	100	555	545	521	3	5	13	14	18	23	30	30	33	53	47	31
Female	50	261	38691	100	100	99	480	470	446	0	4	10	4	8	18	60	48	52	35	39	20
Male	38	252	40583	100	100	99	461	474	445	0	3	11	8	8	18	47	48	50	44	41	21
African American	NC	27	4041	NC	96	99	NC	469	426	NC	5	17	NC	10	23	NC	43	50	NC	43	10
Hispanic	21	112	32869	100	100	99	467	458	429	0	10	15	14	14	25	57	44	51	29	32	10
Asian/Pacific Islander	NC	18	1935	NC	100	99	NC	487	474	NC	0	3	NC	18	9	NC	24	48	NC	59	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	56	347	36197	98	100	99	472	476	463	0	2	5	4	5	11	53	51	53	43	42	31
Students with Disabilities	NC	69	10321	NC	100	100	NC	413	389	NC	18	30	NC	14	27	NC	45	34	NC	23	9
Students without Disabilities	80	445	69060	100	100	98	484	482	454	0	2	7	5	7	17	54	48	54	41	43	22
Limited English Proficient Students	NC	19	15509	NC	100	100	NC	329	406	NC	20	20	NC	25	30	NC	45	45	NC	10	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	88	513	39966	100	100	100	472	472	459	0	4	6	6	8	12	55	48	52	39	40	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	513	79395	100	0	99	470	469	446	2	4	9	6	12	25	65	62	55	26	22	11
All Students (Prior Year)	75	430	75492	99	99	100	539	535	519	4	5	12	10	11	16	37	46	47	49	38	24
Female	50	261	38743	100	0	100	483	472	451	0	3	7	8	11	24	65	63	57	27	23	12
Male	38	252	40618	100	0	99	453	467	440	6	4	11	3	14	27	67	61	53	25	20	9
African American	NC	27	4052	NC	0	100	NC	481	434	NC	5	11	NC	5	29	NC	76	54	NC	14	6
Hispanic	21	112	32915	100	0	99	464	454	426	0	7	15	14	15	35	76	65	47	10	13	4
Asian/Pacific Islander	NC	18	1936	NC	0	99	NC	475	468	NC	0	3	NC	24	14	NC	47	63	NC	29	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	56	347	36221	98	0	99	469	473	465	4	3	4	4	11	15	60	61	63	32	25	17
Students with Disabilities	NC	69	10331	NC	0	100	NC	407	388	NC	14	25	NC	29	37	NC	49	34	NC	8	4
Students without Disabilities	80	445	69139	100	0	99	483	480	454	1	2	7	5	9	24	67	65	58	26	24	11
Limited English Proficient Students	NC	19	15545	NC	0	100	NC	322	399	NC	15	21	NC	25	42	NC	60	35	NC	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	88	513	39986	100	0	100	470	469	461	2	4	4	6	12	16	65	62	63	26	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	512	78869	100	100	99	465	464	442	1	3	6	13	16	21	68	62	63	18	19	10
All Students (Prior Year)	75	429	75053	99	99	99	608	607	597	4	8	7	11	9	12	75	73	72	10	11	9
Female	50	261	38536	100	100	99	490	479	458	0	2	4	6	10	15	75	63	67	19	25	14
Male	38	251	40302	100	100	99	430	449	428	3	4	8	22	21	26	58	61	60	17	13	7
African American	NC	27	4015	NC	96	99	NC	483	430	NC	0	8	NC	10	24	NC	71	61	NC	19	7
Hispanic	21	112	32606	100	100	98	444	450	426	5	5	8	29	21	27	57	58	60	10	16	5
Asian/Pacific Islander	NC	18	1925	NC	100	99	NC	491	471	NC	0	3	NC	18	11	NC	41	64	NC	41	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	56	346	36078	98	100	99	465	466	459	0	3	4	9	14	16	72	64	66	19	19	14
Students with Disabilities	NC	69	10246	NC	100	100	NC	391	367	NC	11	18	NC	31	39	NC	51	40	NC	8	4
Students without Disabilities	80	444	68697	100	100	98	479	476	454	1	2	4	11	13	18	71	64	67	17	21	11
Limited English Proficient Students	NC	19	15339	NC	100	100	NC	334	399	NC	10	11	NC	20	31	NC	55	54	NC	15	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	88	512	39837	100	100	100	465	464	457	1	3	4	13	16	14	68	62	67	18	19	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	529	78906	100	100	99	571	533	498	3	5	13	2	9	19	32	44	48	64	42	20
All Students (Prior Year)	82	420	76019	100	100	100	547	524	499	5	7	14	19	27	39	8	14	14	68	52	33
Female	44	266	38644	100	100	99	568	543	500	5	2	12	3	7	19	34	46	49	58	45	19
Male	33	263	40236	100	100	99	575	523	497	0	8	15	0	11	19	29	42	46	71	39	20
African American	NC	25	4087	NC	100	99	NC	525	481	NC	5	20	NC	5	24	NC	62	45	NC	29	11
Hispanic	15	100	31938	100	100	99	572	529	481	8	7	19	0	5	25	31	50	46	62	39	10
Asian/Pacific Islander	NC	10	1805	NC	100	98	NC	544	536	NC	0	5	NC	20	8	NC	40	45	NC	40	42
American Indian/Alaskan Native	--	NC	4593	--	NC	100	--	NC	467	--	NC	26	--	NC	29	--	NC	39	--	NC	6
White	53	391	36483	100	100	99	571	534	517	2	5	7	2	10	13	27	41	51	69	44	30
Students with Disabilities	12	75	10664	100	100	100	519	453	430	22	21	42	0	31	27	44	37	26	33	10	5
Students without Disabilities	65	454	68310	98	100	98	579	547	509	0	2	9	2	5	18	30	45	51	68	48	22
Limited English Proficient Students	NC	17	12573	NC	100	100	NC	381	454	NC	22	27	NC	22	30	NC	39	38	NC	17	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	77	529	40295	100	100	100	571	533	513	3	5	7	2	9	13	32	44	50	64	42	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	528	78908	100	0	99	531	504	484	0	4	10	5	13	23	67	67	58	29	16	9
All Students (Prior Year)	83	420	76020	100	100	100	513	511	503	13	10	25	15	23	23	50	50	40	23	17	12
Female	44	265	38648	100	0	99	528	515	489	0	2	8	8	10	22	63	71	61	29	18	10
Male	33	263	40233	100	0	99	534	493	479	0	6	12	0	17	25	71	63	55	29	14	8
African American	NC	25	4092	NC	0	99	NC	498	473	NC	5	12	NC	14	28	NC	67	54	NC	14	5
Hispanic	15	100	31940	100	0	99	512	497	465	0	3	16	8	17	32	77	68	49	15	11	3
Asian/Pacific Islander	NC	10	1805	NC	0	98	NC	509	507	NC	0	4	NC	20	13	NC	60	65	NC	20	18
American Indian/Alaskan Native	--	NC	4569	--	NC	100	--	NC	457	--	NC	18	--	NC	39	--	NC	41	--	NC	2
White	53	390	36502	100	0	99	539	507	502	0	4	4	4	12	14	60	68	67	36	17	15
Students with Disabilities	12	75	10665	100	0	100	500	436	423	0	21	30	22	34	36	67	39	31	11	6	2
Students without Disabilities	65	453	68312	98	0	98	536	516	493	0	1	7	2	10	21	67	72	62	32	17	10
Limited English Proficient Students	NC	17	12556	NC	0	100	NC	357	436	NC	17	24	NC	33	40	NC	44	35	NC	6	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	77	528	40315	100	0	100	531	504	498	0	4	5	5	13	15	67	67	66	29	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	528	78750	100	100	99	544	517	500	0	4	6	14	19	29	76	74	63	11	3	2
All Students (Prior Year)	84	421	75673	100	100	100	554	545	530	4	6	12	16	23	25	77	68	58	4	3	4
Female	44	265	38586	100	100	99	554	542	515	0	2	4	11	10	22	74	83	71	16	5	3
Male	33	263	40135	100	100	99	530	491	486	0	7	8	18	28	35	79	64	56	4	1	1
African American	NC	25	4081	NC	100	99	NC	512	488	NC	5	8	NC	24	32	NC	71	59	NC	0	2
Hispanic	15	100	31841	100	100	99	544	515	483	0	5	8	15	16	36	77	75	55	8	5	1
Asian/Pacific Islander	NC	10	1802	NC	100	98	NC	531	533	NC	0	2	NC	10	16	NC	90	75	NC	0	7
American Indian/Alaskan Native	--	NC	4586	--	NC	100	--	NC	481	--	NC	8	--	NC	37	--	NC	54	--	NC	1
White	53	390	36440	100	100	99	547	517	516	0	4	3	13	19	22	73	73	71	13	3	4
Students with Disabilities	12	75	10622	100	100	100	498	411	415	0	24	21	56	50	50	44	26	28	0	0	1
Students without Disabilities	65	453	68196	98	100	98	551	535	513	0	1	3	7	13	25	81	82	69	12	4	3
Limited English Proficient Students	NC	17	12504	NC	100	100	NC	356	451	NC	11	12	NC	44	44	NC	44	43	NC	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	77	528	40260	100	100	100	544	517	514	0	4	3	14	19	21	76	74	72	11	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	581	78250	100	100	99	595	572	548	0	9	21	20	13	18	53	60	48	27	19	13
All Students (Prior Year)	25	509	75001	100	100	99	510	485	468	8	27	37	38	37	36	25	17	16	29	19	10
Female	NC	270	38071	NC	100	99	NC	569	549	NC	9	20	NC	14	19	NC	58	49	NC	19	12
Male	NC	311	40126	NC	100	99	NC	575	547	NC	8	23	NC	12	17	NC	61	46	NC	19	14
African American	NC	32	4058	NC	97	99	NC	553	523	NC	7	32	NC	32	22	NC	57	41	NC	4	5
Hispanic	NC	115	29129	NC	100	99	NC	558	527	NC	14	32	NC	13	23	NC	63	40	NC	11	6
Asian/Pacific Islander	--	11	1747	--	100	100	--	576	589	--	13	9	--	0	9	--	63	50	--	25	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	13	421	38320	100	100	99	601	577	568	0	8	12	15	12	14	54	59	55	31	22	19
Students with Disabilities	NC	60	9329	NC	100	100	NC	473	454	NC	45	64	NC	25	18	NC	27	16	NC	2	2
Students without Disabilities	14	522	68996	88	100	99	605	583	561	0	5	16	15	11	18	54	63	52	31	21	14
Limited English Proficient Students	--	NC	10133	--	NC	100	--	NC	488	--	NC	45	--	NC	25	--	NC	28	--	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	16	582	44937	100	100	100	595	572	561	0	9	13	20	13	15	53	60	54	27	19	18

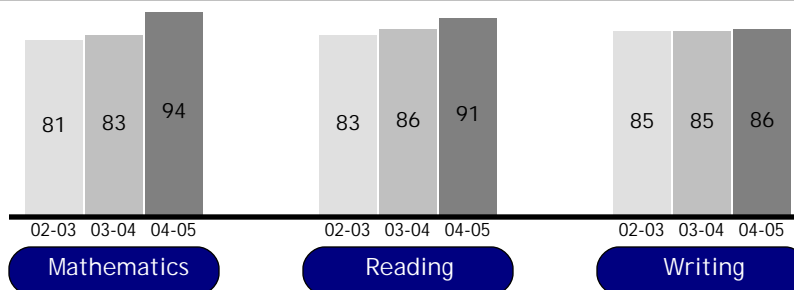
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	581	78302	100	0	99	530	533	512	0	4	11	27	17	25	67	68	57	7	11	7
All Students (Prior Year)	25	508	74918	100	100	99	517	513	497	17	20	32	17	19	19	42	39	35	25	21	15
Female	NC	270	38082	NC	0	99	NC	537	518	NC	2	8	NC	16	24	NC	69	61	NC	13	7
Male	NC	311	40166	NC	0	99	NC	531	507	NC	5	14	NC	18	26	NC	68	54	NC	9	6
African American	NC	32	4064	NC	0	100	NC	519	498	NC	11	14	NC	21	29	NC	61	54	NC	7	3
Hispanic	NC	115	29152	NC	0	99	NC	519	492	NC	5	17	NC	23	34	NC	69	46	NC	3	2
Asian/Pacific Islander	--	11	1746	--	0	100	--	536	542	--	13	5	--	0	13	--	63	66	--	25	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	13	421	38347	100	0	99	539	538	531	0	2	5	15	16	17	77	69	68	8	13	10
Students with Disabilities	NC	60	9353	NC	0	100	NC	440	429	NC	20	40	NC	59	38	NC	22	22	NC	0	1
Students without Disabilities	14	522	69024	88	0	99	540	544	524	0	2	7	15	12	23	77	73	62	8	12	7
Limited English Proficient Students	--	NC	10140	--	NC	100	--	NC	451	--	NC	28	--	NC	43	--	NC	29	--	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	16	582	44979	100	0	100	530	533	525	0	4	6	27	17	18	67	68	66	7	11	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	581	78094	100	100	99	559	572	545	0	1	3	20	9	18	80	88	77	0	2	2
All Students (Prior Year)	25	505	74503	100	99	99	544	524	491	4	4	9	13	25	32	67	61	51	17	11	8
Female	NC	270	38025	NC	100	99	NC	582	558	NC	1	2	NC	4	13	NC	92	82	NC	4	2
Male	NC	311	40013	NC	100	99	NC	562	534	NC	1	5	NC	13	23	NC	85	71	NC	1	1
African American	NC	32	4037	NC	97	99	NC	563	532	NC	0	4	NC	11	22	NC	89	73	NC	0	1
Hispanic	NC	115	29068	NC	100	99	NC	561	523	NC	1	5	NC	11	27	NC	85	67	NC	2	1
Asian/Pacific Islander	--	11	1743	--	100	100	--	593	577	--	0	2	--	0	9	--	100	82	--	0	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	13	421	38265	100	100	99	566	575	564	0	1	2	15	8	11	85	89	84	0	2	3
Students with Disabilities	NC	60	9275	NC	100	100	NC	476	444	NC	10	14	NC	29	46	NC	61	39	NC	0	1
Students without Disabilities	14	522	68892	88	100	98	568	582	559	0	0	2	15	6	14	85	91	82	0	2	2
Limited English Proficient Students	--	NC	10084	--	NC	100	--	NC	474	--	NC	10	--	NC	39	--	NC	50	--	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	16	582	44871	100	100	100	559	572	559	0	1	2	20	9	12	80	88	84	0	2	3

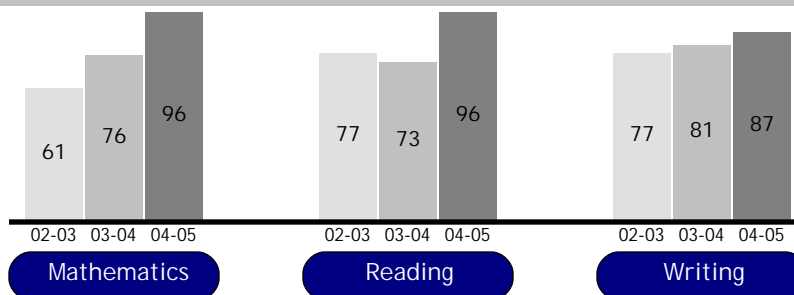
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

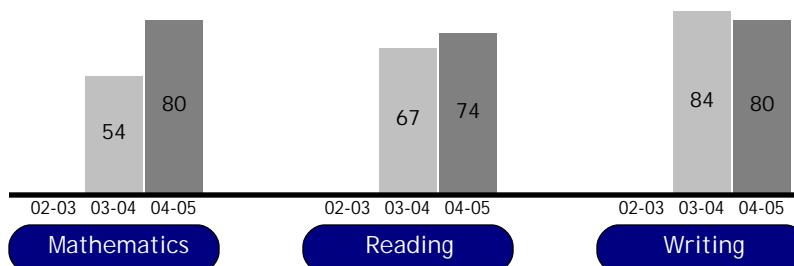
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	99	67	67	50	90	71	NA	58	99	67	59	47
	Language	100	59	60	43	94	62	60	50	99	68	60	47
	Mathematics	99	77	76	57	94	80	80	64	99	75	62	50
3	Reading	99	68	64	47	96	77	NA	55	98	62	58	44
	Language	97	70	67	54	96	78	71	61	98	58	55	44
	Mathematics	97	77	72	54	96	80	76	61	98	68	64	51
4	Reading	99	67	69	52	100	77	NA	56	99	67	62	48
	Language	100	61	61	48	100	68	59	52	99	70	60	49
	Mathematics	100	65	70	57	100	86	75	61	99	71	66	53
5	Reading	99	65	65	50	100	66	NA	55	100	69	61	50
	Language	100	60	58	46	98	62	59	49	100	69	61	50
	Mathematics	99	80	70	57	98	84	75	63	100	73	63	49
6	Reading	100	64	65	53	100	59	NA	56	100	66	64	51
	Language	100	55	57	45	100	57	55	48	100	63	58	47
	Mathematics	100	77	75	62	100	82	76	66	100	76	68	52
7	Reading	100	65	59	51	100	58	NA	54	100	64	61	50
	Language	100	69	58	54	100	58	63	58	100	70	65	52
	Mathematics	100	73	62	58	100	77	64	62	100	67	65	50
8	Reading	--	--	63	53	100	70	NA	55	100	67	59	51
	Language	--	--	59	49	100	63	57	52	100	62	59	50
	Mathematics	--	--	61	58	100	77	64	61	100	72	63	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Mesquite Elementary School

## School Site Council

### Council Composition

- 0 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Development of School Goals
- Ü Raising Expectations Policy
- Ü School Safety Issues
- Ü Code of Ethics/Dress Code
- Ü Attendance
- Ü Budget

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	37.00
Other Professional Staff	2.00	Teacher Aide	25.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	7	11	0	0
7 to 9 years	2	8	0	0
10 or more years	11	5	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab with 42 Computers
- Ü Outdoor Performance Amphitheater
- Ü Live Broadcasting
- Ü Media Center with Computers

### Extracurricular Activities

- Ü Computer Club
- Ü Gilly's Garden Club
- Ü Student Law/Justice Panel
- Ü Mesquite Twirlers
- Ü Jr. Optimists Astronomy Club
- Ü Chess Club
- Ü Jr. Achievement/ Exchange City
- Ü Intramurals

### Social Services

- Ü PTSA
- Ü DES Services
- Ü Arizona Childrens' Home Association
- Ü GREAT Program
- Ü School Resource Officer

## Indicators of Success Based on Historical Data from 2004-05

### School Achievements/Accomplishments 2004-05

- ü Reading Heroes-  
Local business people spend one hour a week helping students whose reading skills are below grade level.
- ü A+ School Recognition- Mesquite Elementary received the prestigious A+ school recognition from the Arizona Education Foundation.
- ü Spotlight on Success Award-  
The Arizona Dept. of Ed. recognized Mesquite Elementary for efforts in the areas of AIMS, yearly progress, and the use of data to improve educational programs.
- ü Reteach/Enrich Program- Mesquite Elementary has been called a model school for Best Practices. Schools from around Arizona visit to observe the various programs that have been successfully implemented.

### Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	97	95	94	95
Transfers Out Rates <sup>5</sup>	7	12	12	17
Transfers In Rate <sup>6</sup>	15	28	28	37
Stability Rate <sup>7</sup>	92	87	87	82
Promotion Rate <sup>8</sup>	96	96	95	81
Retention Rate <sup>9</sup>	1	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Participating in the GREAT Program through the Tucson Police Department. Schoolwide Character Building Learning for Life Program. School Code of Conduct and Dress Code. School Resource Officer provided by the Tucson Police Department.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kristi Hill	(520) 574-9089
Transportation Policy	Dena McMichael	(520) 762-2434
Community Resources	Rosemary McCain	(520) 762-2031
School Nutrition Programs	Marilyn Bennett	(520) 762-2409
Parent Organization	Pat Mueller	(520) 664-2349
Student Health/Nurse	Erica Grisham	(520) 762-2105

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.